DOCUMENT RESUME

ED 108 718 JC 750 388

AUTHOR	Eagle, Norman; And Others
TITLE	Student Responses to the Pre-Election Recess, October 21-November 3, 1970.
INSTITUTION	Bronx Community Coll., N.Y.
REPORT NO	BCC-1-71
PUB DATE	Jan 71
NOTE	33p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Activism; Elections; *Junior Colleges; *Junior College Students; *Politics; *Released Time; Student Attitudes; Student Interests; Student Opinion; *Student Participation; Student Volunteers
IDENTIFIERS	Bronx Community College

ABSTRACT

In order to assess the value of the 1970 pre-election recess of 11 days at Bronx Community College, a questionnaire was administered to a controlled sample of an estimated 500 day and 400 evening students after the students' return to classes. Results indicate that 78 percent spent no time on political or electoral work. Only two percent engaged in political activity full-time, while 13 percent and four percent spent one or two hours and three or four hours per day, respectively. Fifty percent used the recess to work at some kind of non-political, paying job (30 percent full-time and 20 percent part-time). Seventy-two percent spent from one to four hours per day studying, while 15 percent spent more than four hours per day in this activity. Sixty-eight percent rejected the view that the recess enabled them to do much more political work than would have been possible had classes been held as usual. Sixty-one percent considered the recess ineffective in making a contribution toward a political or community action program. Thirty-five percent favored similar recesses in the future, while 45 percent did not. Responses are classified according to several dimensions and the questionnaire is appended. (DC)

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ED1087718

Research Report

BRONX COMMUNITY COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

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Office of Institutional Research

BCC 1-71

Student Response to the Pre-Election Recess

October 21 - November 3, 1970

January, 1971

RESEARCH GROUP

Dr. Norman Eagle, Coordinator

Dr. Morton Rosenstock
Associate Dean of Faculty

Prof. John E. D'Andrea
Registrar and Admissions Officer

Prof. Carl Saueracker
Assistant Dean of Student Personnel

Mr. Meyer Shopkow
Director, Data Processing Center

JC 750 B88

Student Response to the Pre-Election Recess

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Student Response to the Pre-Election Recess
October 21 - November 3, 1970

Introduction

This study resulted from the interest and initiative of the Office of the Dean of Faculty in the nature of the B.C.C. student body response to the pre-election recess of the Fall of 1970.

The major objectives of the study were:

1) to learn how students actually spent their time during the recess.
2) to estimate how much more "political" action time was generated by the recess.
3) to determine student attitudes toward the recess.

The design of the study was worked out jointly by Dr. Richard Donovan, Assistant Dean of Faculty, and Dr. Norman Eagle, Coordinator of Institutional Research. A questionnaire (Appendix A) was administered to a controlled sample* of what was estimated to be approximately 500 Day and 400 Evening students within one week of the students' return to classes following the recess. The Day sample consisted of all 18 sections of Health 91, supplemented by 2 sections of Health 11 and one section of Health 31. It was felt that such a sample would yield an adequate representation of the population of day students as a whole. The returns revealed that day students were successfully sampled, that is, that an extremely high proportion of the enrolled students in the classes of the sample actually returned a completed questionnaire.

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* Administration and collection effected during the same class period.

Sampling of evening students was not as successful. It is estimated that perhaps only about 40-45 percent of the students enrolled were reached. Inquiries revealed that many evening classes were very poorly attended for several days following the recess, precisely during the period of questionnaire administration. In addition it is not clear how accurately the sample of evening classes itself represented the population of evening classes. The sample actually consisted of the following classes:

Business Statistics	1
Business Math	1
Data Processing	1
Business Law	1
Retailing	2
English	3
Secretarial	1
Stenography	1
Biology	1
Spanish	1
History	1
Mathematics	1
Electricity	1

It is recommended, therefore, that <u>generalizations</u> derived from <u>evening class data</u>, be viewed with caution, and with an understanding of the biases which may have been introduced because of the sampling characteristics described above. However, as stated previously, it is believed that the sample of <u>day</u> students is adequately representative of the day student body as a whole.

Findings

Tables 1-5 give the percentages of students, classified along five major dimensions (matriculation status, full or part time attendance, day-evening attendance, credits to be accumulated by the end of the 1970 Fall term, curriculum) who indicate spending specific amounts of time in five pursuits during the recess. These five pursuits are a) political work b) voluntary community action or service c) non-political work for pay d) study e) recreation.

It can be seen from Table 1 that the great majority of students (78%)# report spending no time whatever on political or electoral work, while 13% and 4% gave 1-2 hours and 3-4 hours respectively. Only 2% appear to have worked "full time" at a political task, that is, seven or more hours per day. It is estimated, therefore, that, of the 5554 students (matric and non-matric) attending day classes mainly, approximately 111 (2% of 5,554) devoted full time to political work. Similarly it is estimated that approximately 722 students gave 1-2 hours per day (average) and 222 gave 3-4 hours per day, while approximately 4,332 students gave no time at all.*

There are no really sharp differences within either of the five dimensions, with the exception of the curriculum breakdown, where it is found that Engineering Science students report a noticeably greater amount of time devoted to political work, than the five other curriculum groups. The interpretation, however, is clouded by the fact that the Engineering Science student group consisted of only fifteen students, compared to curriculum group sizes of 43, 49, 66, 92, and 226 for Business Transfer, Technology, Nursing, Business Career, and Liberal Arts students respectively.

Table 2 gives the proportions of students spending specific amounts of time on non-political work for pay. It is no surprise that non matrics, part time students, and evening students spent the most time on paying, non political jobs. A higher percentage of Business Transfer students, in comparison to Nursing or Liberal Arts students, spent "full time" (seven or more hours per day) on paying, non-political jobs. Over-all, 50% of all students worked at some kind of non-political, paying job, 30% at "full time" jobs, and 20% at part time jobs. Nursing students constituted the single highest subgroup (68%) spending no time at all on non-political jobs for pay.

#In actuality percents reported in the text include data from a small "Blank" group for each of the 5 dimensions studied, so that exact percentages cannot be dervied solely from the percents given in Tables 1-10.

*These are approximate figures since proportions derived from the entire sample are being applied to combined matric and non matric daytime attendance figures as reported by the Registrar's Office.

Table 3 gives the proportions of students spending specific amounts of time on voluntary community action or service. Seventy eight percent of all students say they spent zero hours in this activity. The agreement across all subgroups for all time intervals is remarkably close. Only 2% of the entire sample spent "full time" in this kind of activity. In fact 68% of the 22% who did spend some time in this activity, worked 4 hours or less.

Table 4 gives the proportions of students spending specific amounts of time in recreational activities. Again, not surprisingly, non matrics, part time students,and evening students indicate spending less time on recreation than their contrast groups. Thirty-three percent of the Nursing students attest that they spent 7 or more hours per day in recreation, compared to only 7% of the Engineering Science students.

Table 5 gives the proportions of students spending specific amounts of time on study. Fourteen percent of all students admit to spending no time whatever on studies on an "average" day. Of the remaining students who studied, 72% spent from 1-4 hours per day on this activity, while 15% claim they spent more than 4 hours per day on study. Matriculated and full time students tended to spend a little more time on studies than their contrast groups, but differences are not marked. Engineering Science students appeared to be somewhat polarized; thirty three percent report spending no time at studies, while 20% report spending 7 or more hours in this activity. (This may again be a spurious effect related to the small sample of Engineering Science students.) Nursing students clearly portray themselves as spending the most time on studies. Only five percent of Nursing students claim spending no time in this activity, compared to 26% who state they spent 7 or more hours per day.

The Composite Student Day during the Recess

Tables 6-10 are identical to Tables 1-5, except that the data reflect what students say about how they would have spent their time if B.C.C. was to have held "classes as usual" during the recess week. For purposes of this report it was felt that it would be sufficient to compare differences between actual expenditure of time and hypothetical expenditure of time under conditions of classes as usual, for only the matric-non matric groups. The technique, as will be described, could then be applied to the data in Tables 1-10, to derive comparisons among the subgroups of the remaining four "dimensions".

In order to contrast acutal with hypothetical distributions of time, the average amount of time spent by students for each of the five options (political or electoral work, non political work for pay, voluntary community action or service, recreation, study) was calculated from Tables 1-5 and 6-10 respectively. Computations were made separately for matriculated and non matriculated students. In this way, by piecing together the average amount of time spent in each of the five activities, and adding a category called "other activities" so that the total of these six categories equalled 16 hours (normal waking day), it was possible to develop a composite student day. Actually four composite days were developed: Matriculated students (actual), matriculated students (hypothetical),* non matriculated students (actual), non matriculated students (hypothetical). These four composite days are shown in Figure 1 on page 21.

The composites graphically demonstrate the relative amounts of time students devoted to major activities. The average time devoted by matriculated stu ents to political-electoral work and to voluntary community action or service, was 35 and 39 minutes respectively. This represents an increase of 20 minutes and 9 minutes respectively over what students state would have been the time spent on these activities if B.C.C. classes had been held as usual. One could say, therefore,

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*"hypothetical" refers to how students said they would have spent their day had B.C.C. classes been held as usual.

that, for matriculant students, the amount of political time appears to have been more than doubled (15 to 35 minutes), although the actual average increase was only 20 minutes. Other pursuits apparently gaining by virtue of the recess were non-political work for pay (average increase - 44 minutes) and recreation (average increase - 1 hour 39 minutes). Study hours per day "decreased" an average of 43 minutes, from an estimated 4 hours to a reported 3 hours and 17 minutes.

The changes are very similar for the non-matriculated students. An average increase of 15 minutes (50%) in political work is estimated, but only a small increase for voluntary community action or service. Non-political work for pay and recreation "gained" an average of 37 minutes and 33 minutes respectively, while study "decreased" only 10 minutes.

Compared to non-matriculated students, matriculated students spent just a little more time in political, community action, or service activities, but a great deal more time in recreation (an average of two hours more per day). Non-matriculated students spent more time on a non political, paying job (1 hour and 29 minutes), but studied less (51 minutes).

Question # 1

TABLE 1

On an average or typical day during the pre-election recess, how many hours per day did you spend on political or electoral work?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	80	75	81	76	81	77	78	79	79	78	86	53	79	82	82	82
2) 1-2 hrs.	12	15	11	15	11	14	10	13	10	13	7	33	12	8	11	12
3) 3-4 hrs.	4	3	4	4	3	4	9	3	5	5	5	0	6	4	3	2
4) 5-6 hrs.	1	1	1	0	1	1	1	1	2	1	2	7	1	0	1	2
5) 7-8 hrs.	1	1	1	0	2	1	0	1	2	1	0	7	1	2	1	2
6) 9-10 hrs.	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0
7) 10 + hrs.	1	0	1	2	1	1	0	1	1	1	0	0	0	2	2	0
8) Blank	1	5	1	3	1	3	1	2	2	2	0	0	1	2	0	2
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 2

TABLE 2

On an average or typical day during the pre-election recess how many hours per day did you spend on non political work for pay?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Cur	Nurs.
1) 0 hrs.	53	32	56	43	60	36	46	56	45	44	44	40	51	37	55	68
2) 1-2 hrs.	2	2	2	1	2	2	2	2	2	2	2	0	3	0	1	3
3) 3-4 hrs.	10	4	12	3	13	1	15	5	9	13	7	0	15	12	5	5
4) 5-6 hrs.	6	14	7	7	7	9	10	10	5	7	0	0	8	12	9	0
5) 7-8 hrs.	15	31	9	33	7	35	9	14	25	18	33	40	10	22	19	3
6) 9-10 hrs.	4	5	4	4	2	5	9	4	5	4	7	0	3	6	4	9
7) 10 + hrs.	8	6	8	9	7	8	9	6	9	10	7	13	8	8	7	9
8) Blank	2	5	2	1	2	3	1	4	1	1	0	7	2	2	0	3
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

TABLE 3

On an average or typical day during the pre-election recess, how many hours per day did you spend on voluntary community action or service?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M.	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	78	78	77	81	79	81	74	77	81	79	77	80	79	76	82	79
2) 1-2 hrs.	11	10	10	11	9	9	18	9	12	10	9	7	12	12	8	9
3) 3-4 hrs.	4	6	4	4	5	6	4	6	2	6	7	7	4	4	3	5
4) 5-6 hrs.	2	1	3	1	2	1	2	3	1	1	5	0	1	2	3	0
5) 7-8 hrs.	1	1	1	0	1	0	0	1	1	1	0	0	1	2	0	3
6) 9-10 hrs.	4	0	1	0	3	0	1	0	1	1	0	0	0	2	0	2
7) 10 + hrs.	1	0	1	0	1	1	0	1	0	1	0	0	1	0	3	0
8) Blank	2	4	3	3	3	3	0	3	3	1	2	7	3	2	1	3
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

TABLE 4

On an average or typical day during the pre-election recess, how many hours per day did you spend on recreation?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	10	24	9	19	8	22	11	15	13	11	12	27	6	10	13	20
2) 1-2 hrs.	24	28	22	33	21	27	32	24	26	26	37	47	24	25	24	17
3) 3-4 hrs.	24	27	25	23	25	24	23	24	23	25	16	20	26	16	27	23
4) 5-6 hrs.	13	7	15	6	15	7	15	14	9	11	14	0	14	18	11	9
5) 7-8 hrs.	8	3	8	6	8	7	5	8	9	6	5	0	8	8	8	14
6) 9-10 hrs.	4	1	4	1	5	1	4	3	3	3	2	0	3	4	3	8
7) 10 + hrs.	15	3	16	9	17	7	10	9	16	15	12	7	17	16	12	11
8) Blank	2	7	1	4	1	5	1	3	1	3	2	0	2	2	2	0
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 5

TABLE 5

On an average or typical day during the pre-election recess, how many hours per day did you spend on study?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	14	13	13	18	13	16	9	15	9	16	19	33	14	18	14	5
2) 1-2 hrs.	38	53	39	41	38	48	35	39	45	40	30	20	46	40	37	29
3) 3-4 hrs.	23	21	23	19	24	19	23	26	20	19	33	20	21	14	22	21
4) 5-6 hrs.	11	7	13	5	14	4	11	9	10	11	5	7	9	14	10	20
5) 7-8 hrs.	4	3	3	4	3	4	6	4	8	2	5	7	2	4	5	12
6) 9-10 hrs.	4	2	4	3	2	2	10	3	5	3	5	0	2	0	8	6
7) 10 + hrs.	5	1	5	8	4	5	5	4	4	7	2	13	5	6	4	8
8) Blank	1	1	1	3	1	1	0	1	0	2	2	0	1	2	0	0
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Had there not been a pre-election recess, and had classes been held as usual, how many hours per day do you think you would have spent on political or electoral work?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	88	81	89	86	87	87	87	85	90	87	95	93	89	88	85	89
2) 1-2 hrs.	8	13	9	5	9	7	10	10	7	9	2	7	8	6	11	8
3) 3-4 hrs.	1	1	3	3	1	2	1	1	1	1	2	0	0	2	2	0
4) 5-6 hrs.	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	2
5) 7-8 hrs.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6) 9-10 hrs.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7) 10 + hrs.	0	0	0	2	0	1	0	0	1	0	0	0	0	0	1	0
8) Blank	2	5	2	3	2	3	1	2	2	2	0	0	2	4	0	2
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 7

TABLE 7

Had there not been a pre-election recess, and had classes been held as usual, how many hours per day do you think you would have spent on non-political work for pay?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	54	36	57	46	60	41	49	56	49	45	42	53	53	37	57	71
2) 1-2 hrs.	7	6	9	1	8	3	12	6	8	8	5	20	8	10	5	3
3) 3-4 hrs.	13	3	16	3	15	2	16	7	10	16	14	0	16	16	10	6
4) 5-6 hrs.	6	14	7	6	5	9	10	8	6	6	2	7	8	8	5	0
5) 7-8 hrs.	10	34	4	32	3	34	2	13	19	15	26	13	4	18	14	5
6) 9-10 hrs.	2	3	1	3	1	2	2	2	2	1	7	0	1	0	0	5
7) 10 + hrs.	6	3	6	4	5	4	6	4	5	7	5	7	5	8	7	8
8) Blank	3	3	2	5	2	4	2	3	1	2	0	0	3	2	2	3
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 8

TABLE 8

Had there not been a pre-election recess, and had classes been held as usual, how many hours per day do you think you would have spent on voluntary community action or service?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	80	75	78	82	79	81	76	75	84	82	81	73	80	78	83	83
2) 1-2 hrs.	13	14	14	9	13	11	16	15	11	9	5	13	14	12	12	8
3) 3-4 hrs.	3	4	3	3	2	3	5	5	1	3	9	0	2	2	3	2
4) 5-6 hrs.	1	1	1	1	0	1	1	1	2	1	2	0	0	2	1	2
5) 7-8 hrs.	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	3
6) 9-10 hrs.	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	2
7) 10 + hrs.	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
8) Blank	3	6	3	5	5	4	0	5	2	3	2	13	3	6	0	2
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 9

TABLE 9

Had there <u>not</u> been a pre-election recess and had <u>classes been held as usual,</u> how many <u>hours per day</u> do you think you would have spent on <u>recreation?</u>

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M.	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	19	29	15	32	14	32	18	22	22	18	35	33	15	20	19	17
2) 1-2 hrs.	37	37	39	33	38	32	46	35	37	39	35	47	36	31	45	38
3) 3-4 hrs.	22	18	23	17	23	19	18	23	24	19	19	13	24	29	20	20
4) 5-6 hrs.	8	3	10	4	11	4	6	9	4	8	2	7	12	6	3	12
5) 7-8 hrs.	5	4	4	7	4	6	4	3	6	6	2	0	4	2	5	6
6) 9-10 hrs.	1	0	1	2	1	1	1	1	1	1	0	0	1	2	2	2
7) 10 + hrs.	6	3	7	3	7	3	5	4	5	7	5	0	6	6	5	6
8) Blank	2	6	2	3	2	4	1	3	2	2	2	0	2	4	1	0
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 10

TABLE 10

Had there not been a pre-election recess and had classes been held as usual, how many hours per day do you think you would have spent on study?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) 0 hrs.	3	7	2	8	2	8	2	6	2	4	5	13	2	0	5	2
2) 1-2 hrs.	31	52	29	41	30	47	26	34	35	37	26	13	37	33	33	18
3) 3-4 hrs.	36	29	38	28	39	27	37	38	33	31	44	53	37	27	30	36
4) 5-6 hrs.	11	9	12	10	11	7	16	8	15	11	7	0	10	20	12	20
5) 7-8 hrs.	7	3	7	5	9	4	6	8	5	6	7	7	6	10	7	6
6) 9-10 hrs.	5	0	6	3	5	1	9	3	5	4	7	0	2	6	5	12
7) 10 + hrs.	5	1	5	5	4	5	5	3	5	6	5	7	4	2	8	6
8) Blank	1	0	1	1	1	1	0	0	1	1	0	7	1	2	0	0
Total N	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 11

TABLE 11

Did the pre-election recess enable you to do much more political work than you would have if classes had been held as usual?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) Yes	17	14	17	14	16	15	20	15	16	18	12	40	19	18	14	15
2) No	66	72	63	78	65	74	60	66	69	69	79	40	66	63	69	67
3) Uncertain	15	10	18	6	17	8	18	17	12	11	9	20	13	16	16	17
4) Blank	2	4	2	2	2	3	2	2	3	2	0	0	2	2	1	2
Total	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 12

TABLE 12

In terms of your own personal development, how would you describe your use of time during the recess?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) very rewarding	22	25	22	25	22	23	23	26	22	21	14	33	23	27	23	23
2) moderately rewarding	44	45	47	36	46	42	45	46	38	46	40	33	47	35	44	42
3) unrewarding	21	23	19	27	18	25	23	18	22	24	33	20	18	16	26	23
4) uncertain	11	7	11	11	12	9	7	8	16	10	14	13	10	22	5	12
5) Blank	1	0	2	2	1	1	1	2	2	1	0	0	2	0	2	0
Total	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # 13

TABLE 13

In terms of making a contribution toward a political or community action purpose, how would you describe your use of time during the recess?

Numbers are percents (rounded)

Options	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) Ineffective	63	54	64	60	65	60	57	54	69	65	54	27	68	53	65	71
2) Moderately	16	16	17	14	16	13	20	17	16	16	12	20	15	18	15	18
3) Very effective	6	9	7	7	6	9	6	9	6	5	5	13	6	10	10	0
4) Uncertain	13	18	12	16	11	14	16	17	9	12	28	40	11	18	7	9
5) Blank	2	3	1	3	1	4	1	3	1	1	2	0	1	0	3	2
Total	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Question # I4

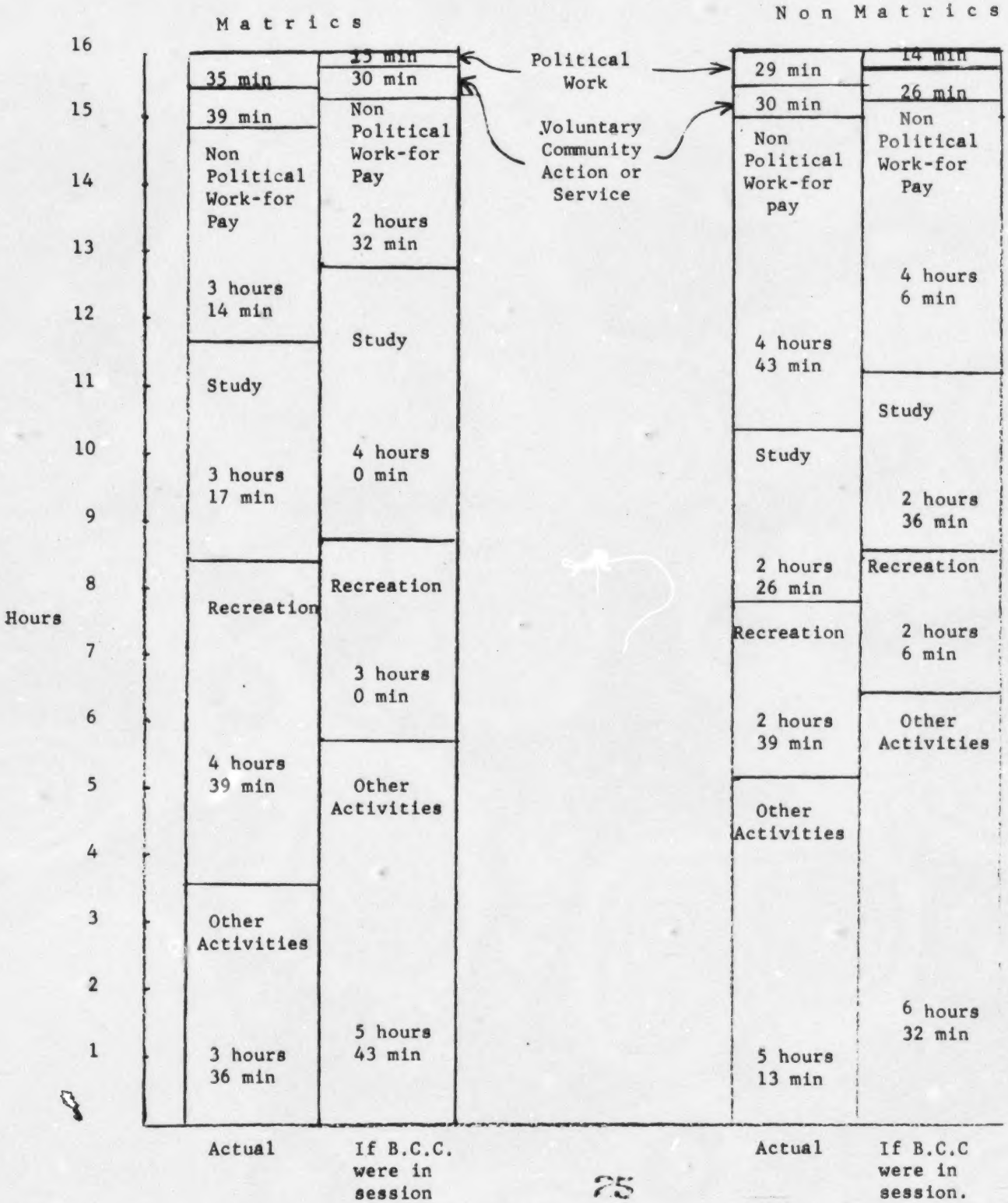
TABLE 14

Do you think that the pre-election recess should be repeated in the future?

Numbers are percents (rounded)

ptions	Matric Stat		Attendance		Day - Evening			Cum. Credits			Curriculum					
	Mat	Non M	Full	Part	Most Day	Most Eve	Day & Eve	0-17	18-31	32 +	Bus Trans	Eng Sci	L.A.	Tech.	Bus Car	Nurs.
1) Yes	32	52	31	36	31	39	39	41	33	32	21	53	31	41	34	27
2) Yes, under certain circumstances	18	13	20	9	19	11	20	17	19	16	19	20	17	16	22	17
3) No	49	32	48	52	49	45	42	39	46	52	58	20	50	43	42	56
4) Blank	2	3	1	3	1	5	0	3	2	1	2	7	1	0	2	0
Total	501	118	385	118	306	215	82	267	134	213	43	15	226	49	92	66

Figure 1. How students spent an "average" pre-election recess day, compared to estimated expenditure if college had been in session (based on 16 hr. waking day)*



* Time estimates are averages of all students responding. See Tables for exact distributions.

Student Attitude toward the Recess

Items 11-14 on the questionnaire elicited subjective responses from the students on the broad question of the "value" of the recess to themselves personally, and on their attitude toward continuing the recess in the future. Tables 11-14 present the outcomes.

Table 11 shows that about 16% of all students affirmed that the recess enabled them to do much more political work than would have been possible had classes been held as usual, as compared to about 68% who rejected this view, as applying to themselves. There appears to be very little variability within the five basic analysis groups, although there is a slight tendency for Liberal Arts students, in comparison to Business Transfer students, to feel that the recess enabled them to engage in more political activity. (The Engineering Science group is again ignored because of the small sample size.)

Table 12 reveals that almost ½ of all students attest that they found the recess "very rewarding", in terms of "personal development," while almost the same proportion found it "unrewarding". Business Transfer students again react more negatively than any other curriculum group, and students with more experience at B.C.C. tend to react more negatively than less experienced students.

In terms of making a contribution toward a political or community action program, Table 13 reveals that about 61% of all students feel the recess was "ineffective", as compared to about 21% who believe it was either moderately or very effective. Day and Matriculated students, and students with at least one full semester at B.C.C., tended to be more negative than their comparison groups. Nursing and Liberal Arts students appear to evaluate most negatively the effectiveness of the recess toward contributing to a political or community action purpose.

Do students recommend a repetition of the pre-election recess in the future? Despite a generally negative response to many of the preceding questions, 35% of all students would unqualifiedly recommend the recess be repeated in the future.

Non Matrics, Evening, and less experienced students at B.C.C. are most in favor of repeating the recess in the future. Of all curriculum groups, Technology students are most in favor of repeating the recess. This is surprising in view of the fact that Technology students did not indicate that they spent a high proportion of recess time on political or electoral work (Table 1). On the contrary Technology and Liberal Arts students spent more time on recreation (5.0 and 4.9 hours respectively) than students in the other curriculum groups studied. An additional 17% of all students would recommend a repetition of the recess " under certain conditions." Some of these conditions were stated by students as follows:

> yes, but this should not take away our Christmas vacation and intersession.
>
> that there be an option to attend class or not - without being counted absent
>
> students should show some type of proof that they are participating in campaigns
>
> should be continued but shortened to one week
>
> if enough homework is involved to make up time lost - particularly for the part time student
>
> if the majority of students use the recess for political work
>
> we should have less homework in order to apply more time to political activities

Forty five percent of the students believe the recess should not be repeated. Business Transfer and Nursing students (58% and 56% respectively) appear to be most strongly against the recess compared to the other curriculum groups studied. Reasons given by approximately 200 students for their recommendation to abandon the recess in the future were classified into 4 basic categories. These categories, and an actual student statement to illustrate the content of each of the categories, along with the proportion of student comments in each category, are shown on the next page:

Category	Sample Student Comment	Proportion*
I Waste of time	Most students didn't do anything constructive. It was a waste of time.	40%
II Interferes with school or holidays	The recess disturbs the regular curriculum. I'd rather have the regular holidays.	39%
III Political work can be done on regular schedule - or too much, time allowed.	I feel one week would be enough and not interfere too much with school work	17%
IV Students are not able to vote	No, pre-election recess was an appeasement to the college students for not having the vote.	3%

It can be seen that the great majority of students who oppose the repetition of the recess do so because they feel it was a waste of time or because it interfered with their school progress or the "normal" schedule of holidays.

Reasons Students Give for not Working Politically During the Recess

Question 15 attempted to find out why students did not choose to engage in political work during the recess (less than 2 hours per day). Three hundred and seventy-one students took the opportunity of responding to this open ended question. Their comments have been classified into 4 major categories and are shown on the next page, along with examples of student comments for each category, and the proportion of responses classified within each category.

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* Approximate, since many responses overlapped categories.

	Category	Sample Student Comments	Proportion*
I	Worked for income	I worked from 9 to 5 and at nite worked for the family worked full time and during these ten weeks I took home quite a bit of work needed money, worked	31%
II	Lack of interest	not involved in political scene not interested in the candidates I do not vote	28%
III	Other things to do	family duties too much school work vacation - took holiday	30%
IV	Rejection of system	I do not like politics not interested in political racket I hate politicians	11%

For the students who gave less than two hours per day to political work, the opportunity to earn money appears to have interfered to some extent in their ability to give more time to political work. It may also be argued, however, that many of these students were also not sufficiently interested in the political struggle to allow an income making opportunity to pass. Most "non participatory" students declined to enter the campaign as a result of non-specific factors suggesting a general apathy, but approximately 11% project a stronger feeling of rejection of the political process, which might even be described as alienation.

* Approximate, since many responses overlapped categories.

Concluding Statement

This report has described how B.C.C. students spent their time during the Fall, 1970 pre-election recess, and has presented some of the student attitudes toward this concept. In so doing, it is believed that a general malaise or apapthy toward political action on the part of a very large segment of the B.C.C. student body, has also been uncovered. Whether this is a pervading, general attitude, or was related only to the specific campaign issues, candidates, and background of the 1970 general election, is not clear.

This report may be helpful in future policy or decision making concerning questions related to released time for student political activity, but by itself does not provide the answers to these questions. How "rewarding" or "effective" must a program be to warrant continuation, experimentation, or further development? What were some of the other "gains" and "losses", if any, generated by the recess which should be taken into account in decision making? The outputs presented in this study are important, even essential, but require supplementation, and the totality needs to be viewed within a context of the purpose to be achieved.

The preceding report was completed before the December, 1970 decision of the U.S. Supreme Court extending the franchise to 18 year old citizens in federal elections. Therefore any application of currently reported findings to a future situation characterized by the eligibility of 18 year olds to vote,

should be made with caution. The determination of the effect of the enfranchisement of 18 year olds on the participation of B.C.C. students in the political process may need to be deferred until the next off-year election, 1974, when the application of a similar pre-election recess survey might yield some data to show whether any changes had resulted.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 1 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Appendix A

November, 1970

Pre-Election Recess Questionnaire
Bronx Community College

This questionnaire is being administered in order that the entire college community: students, faculty, and administration will have a clearer understanding of the effectiveness of the pre-election recess, just ended. DO NOT WRITE YOUR NAME OR PLACE ANY OTHER IDENTIFICATION ON THIS QUESTIONNAIRE.

Please answer the following questions by placing an X in the appropriate answer box, as in the example below:

Example: Are you now attending Bronx Community College? 1/X/ Yes 2/ / No

---

1-5 On an average or typical day during the pre-election recess, how many hours per day did you spend on the following activities?

1. political or electoral work: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

2. non-political work for pay: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

3. voluntary community action or service: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

4. recreation: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

5. study: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

---

6-10 Had there not been a pre-election recess, and had classes been held as usual, how many hours per day do you think you would have spent on the following activities?

6. political or electoral work: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

7. non-political work for pay: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

8. voluntary community action or service: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

9. recreation: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

10. study: 1/ / 0 hrs 2/ / 1-2 hrs 3/ / 3-4 hrs 4/ / 5-6 hrs 5/ / 7-8 hrs 6/ / 9-10 hrs 7/ / 10 + hrs

---

(over)

11. Did the pre-election recess enable you to do much more political work than you would have if classes had been held as usual?

1/__/ Yes 2/__/ No 3/__/ Uncertain

12. In terms of your own personal development, how would you describe your use of time during the recess?

1/__/ very rewarding 2/__/ moderately rewarding 3/__/ unrewarding

4/__/ uncertain

13. In terms of making a contribution toward a political or community action purpose, how would you describe your use of time during the recess?

1/__/ ineffective 2/__/ moderately effective 3/__/ very effective

4/__/ uncertain

14. Do you think that the pre-election recess should be repeated in the future?

1/__/ Yes 2/__/ Yes, under certain conditions 3/__/ No

If you checked boxes #2 or #3 in question 14, please explain_____

15. If you devoted less than an average of 2 hours per day to political work during the pre-election recess, would you please indicate the factors which restricted you to this amount of time?

16. Are you: 1/__/ matriculated 2/__/ non matric

17. If matric: 1/__/ full time 2/__/ part time

18. Attend BCC: 1/__/ mostly day 2/__/ mostly eve 3/__/ day & eve

19. How many total BCC credits will you have accumulated by the end of this semester?

1/__/ less than 17 2/__/ between 18-31 3/__/ 32 or more

20. Curriculum (if matric)_____
(write in)